

DOCUMENT RESUME

ED 398 105

SO 026 333

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TITLE Integrating the Fulbright Mexico Summer Seminar into Sixth Grade Social Studies and Language Arts.
SPONS AGENCY Center for International Education (ED), Washington, DC.
PUB DATE Nov 94
NOTE 20p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Archaeology; Area Studies; Exhibits; Foreign Countries; Geography; Grade 6; Interdisciplinary Approach; Intermediate Grades; *Language Arts; *Latin American Culture; Latin American History; *Latin Americans; Multicultural Education; *Social Studies
IDENTIFIERS Fulbright Hays Seminars Abroad Program; *Mexico

ABSTRACT

These lessons on Mexico have been taught in an integrated fashion within a sixth grade language arts and social studies classroom. Lessons are intended to be easy to pick up and use by any teacher. The material includes: (1) Rationale; (2) "Lesson 1 - I'll Bet You Can Map the Western Hemisphere in a Minute!"; (3) "Lesson 2 - Selecting Mysterious Settings"; and (4) "Archaeology Unit - Unlocking the Mysteries of the Past with Archaeology." (EH)

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Integrating the Fulbright Mexico Summer Seminar
into
Sixth Grade Social Studies and Language Arts

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November, 1994

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and Language Arts

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Integrating the Fulbright Mexico Summer Seminar into Sixth Grade Social Studies and Language Arts

Project Rational

The rational for this very tailored and grade level specific project stems from two areas of identified need.

1) As I prepared to teach a new Social Studies Curriculum for the 1994-1995 school year, I became aware of a window of opportunity for my Mexican Summer Seminar Fulbright Experience. The Bexley City School's Sixth Grade Social Studies Curriculum would focus upon "selected periods of ancient history to understand America's link with the past and appreciate the contributions of peoples of the past to present civilizations." Yet, as I studied the "selected periods", I noticed a gap; no mention was made of ancient civilizations of the Americas!

2) Our district's vital International Education Program aims "to provide students with internationally-focused and interdisciplinary based experiences in order to allow students to acquire the knowledge, develop the skills, and internalize the attitudes necessary to respond to local, national and global events. This global perspective will enable students to recognize and appreciate the pluralistic heritage of the United States, the similarities and differences of other cultures, and the multiple interconnections and interdependence of the global community. " Therefore, my responsibility became evident; I should link the ancients of Asia and Africa with ancients of the Americas so that my students could identify the similarities, differences, and interconnections!

Development

As the sixth grade Social Studies and Language Arts teacher for Maryland Elementary, I am determined to accomplish all of the district identified curricular goals in an integrated fashion. Consequently, daily objectives combine points from both discipline areas. I am also committed to packaging the curriculum within as many hands-on experiences as possible. This stems from my philosophy that if students experience a period of history through a simulation or "real-life project, they are more likely to remember the event and internalize its impact upon the past and present.

My goal therefore, was to develop a series of integrated lesson plans and experiences for my students. They would not look upon our study of Mexico as "something extra", but as another element of our work toward curricular goals.

Project Summary and Notes

The following lessons have been taught in an integrated fashion within a sixth-grade Language Arts and Social Studies classroom. These lessons are intended to be easy to pick up and use by any teacher, yet were tailored to the needs of my classroom for this year. Therefore, modifications are bound to occur.

Are these the only "Fulbright" lessons I have taught? Not at all. Each day some reference is made to what is happening in Mexico. The classroom walls are covered in maps and art of the country. Books about the region, its archaeology, art, and fiction are in constant use in the room. Students bring articles, photographs, and many other items to class because of the Mexico link. Parents have even sent items in for the class to see and discuss.

The Fulbright Mexico Summer Seminar, 1994 is a constant teaching companion in Room 23, Maryland Elementary School. Lessons will continue to be developed, implemented, and modified which integrate the diversity of Mexico into Language Arts and Social Studies at the sixth grade level, in Bexley, Ohio.

I'LL BET **YOU** CAN MAP THE WESTERN HEMISPHERE IN A MINUTE !

INSTRUCTIONAL COMPONENT

<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
*Geography of the Western Hemisphere	*Awareness	*Mapping
*Cultural Values - Language	*Persistence	*Identifying
	*Diversity	*Recording Data

RELATED CURRICULUM AREAS

Social Studies (Map Skills)
Spelling (Country Names)
Spanish Language (Spanish Speaking Countries)

OBJECTIVES/CRITICAL ATTRIBUTES

- Students will recognize the land masses which compose the Western Hemisphere when given a map of the world.
- Students will create and correctly label a map of the WH within two minutes using the instructed formula.
- Students will correctly spell all WH countries and correctly locate their positions when given a "blank" map.

GRADE LEVEL - 6-8

TIME ALLOTTED -six practice sessions, the first lasting at least 15 minutes
-each subsequent session lasting no longer than 10 minutes

MATERIALS

chalkboard and chalk
paper and pencil
world map
"blank" western hemisphere map - one for each child

PROCEDURES

Practice Session #1

- A) In front of class, teacher will take the challenge to draw the Map-in-a-Minute. Demonstrate the technique while a student is timing the process.
- B) Provide students with a correct copy of the map - either through notetaking or copies.
- C) Be sure all students have correct spellings of all country names.
- D) Invite students to breakdown the basic shapes.
- E) Invite students to label each country with the first letter of its English name.
- F) Invite them to try the entire process on a scrap piece of paper.
- G) Homework = Practice of making basic shapes.

Practice Session #2 -#4

- A) Begin with the class practicing as the teacher draws the basic shapes and labels map with initials in two minute timeframe.
- B) Review proper spellings of all countries. (Spelling Bee or Choral Spelling)
- C) Allow students to practice the procedure with partners and at , observe for understanding of technique. Stress that perfection is not the point.

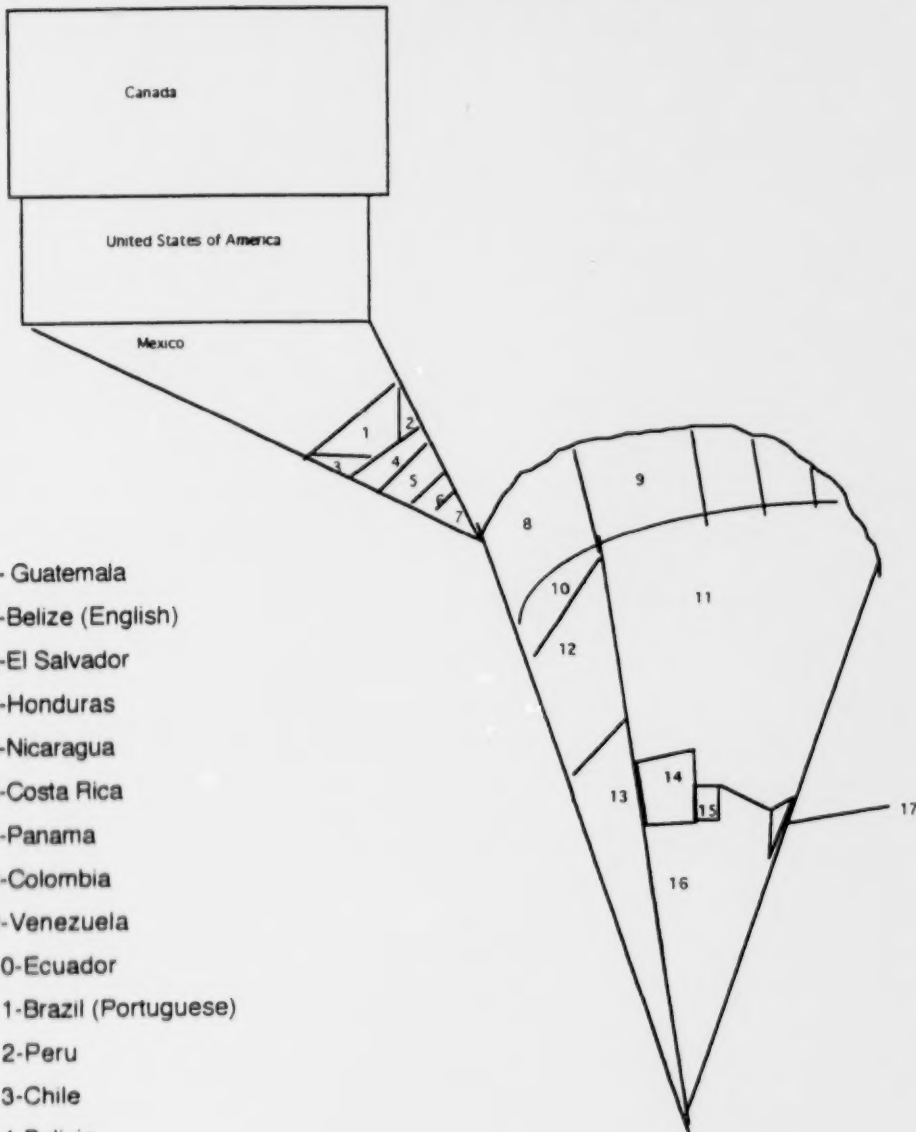
Practice Session #5 and #6

- A) Complete A - C of the previous sessions.
- B) Demonstrate for students how to correctly transfer the country names to the "blank" map. Stress the importance of correct spelling. Students practice complete process.

Assessment and Evaluation

Observe each practice session and provide completion advice.
Upon completion of the practice sessions have students complete all steps of the process without guidance - evaluate identification location and spellings.

Sample Map-in-a-Minute Spanish Speaking Countries



- 1- Guatemala
- 2- Belize (English)
- 3- El Salvador
- 4- Honduras
- 5- Nicaragua
- 6- Costa Rica
- 7- Panama
- 8- Colombia
- 9- Venezuela
- 10- Ecuador
- 11- Brazil (Portuguese)
- 12- Peru
- 13- Chile
- 14- Bolivia
- 15- Paraguay
- 16- Argentina
- 17- Uruguay

Selecting Mysterious Settings

INSTRUCTIONAL COMPONENT

KNOWLEDGE

- *Contact & Borrowing among cultures
- *Origins & Development of cultures

ATTITUDES

- *Respect
- *Appreciation
- *Diversity

SKILLS

- *Questioning
- *Information
- *Making Connections
- *Recording Data

RELATED CURRICULUM AREAS

- Language Arts (Prewriting, Importance of Setting and Research to Fiction)
- Spanish (Spanish and Mexican Culture)
- Social Studies (Celebrations)

OBJECTIVES/CRITICAL ATTRIBUTES

- While preparing to celebrate Halloween, students will read and write scary/mysterious tales employing the Writing Process.
- Students will compare and contrast various settings within.
- Students will compare and contrast three holidays (Halloween, Day of the Dead, All Saints Day).
- Students will construct a "K-W-L" chart as a notetaking and study technique.

GRADE LEVEL 6

TIME ALLOTTED - three 40 minute sessions

MATERIALS

- Classroom collection/multiple copies of scary and/or mystery books
- Chartpaper and markers
- WESTRIDGE Young Writers Workshop. Kid's Explore America's Hispanic Heritage. Santa Fe, John Muir Publications, 1992.
- BLOHM, Judith. Introduction to Mexico. Washington, Youth for Understanding International Exchange, 1992.
- Collection of nonfiction resources on Mexico

PROCEDURES

Session #1

- A) As class is preparing to celebrate Halloween, Reading and Writing assignments focus upon mysteries/scary tales, small groups glean through collection of books for descriptive *setting* details.
- B) Class lists setting and descriptive adjectives of each setting.
- C) Class generates a working set of criteria for an effective mystery setting.
- D) Class discusses role death plays in mysteries and how death is reflected in our celebration of Halloween.

Session #2

- A) Share brief summary of Day of the Dead in Kid's Explore America's Hispanic Heritage.
- B) Invite class to list what they *know* about The Day of the Dead in their individual, self-constructed tables. Use "K" section; see example.
- C) Ask students to list questions they *want* to answer about the celebration in the "W" column.
- D) Allow plenty of research time for students to read through other resources to discover answers to their questions.
- E) Invite students to share what they have *learned* and to record new information in the "L" column.

Layout of "KWL Chart"

K (know)	W (want)	L (learn)

Session #3

A) Students could share their tables in order to express the new knowledge they have acquired in small or large groups.

B) Teacher leads a discussion on how this new knowledge could tie into "Mystery" work, guiding the group toward the possibility of setting a mystery in the middle of a Day of the Dead or Halloween celebration.

1- What do the different celebrations say about the way the celebrating cultures view death?

2- How might this different view of death impact what is perceived as mysterious or scary in the two cultures?

3- How can the knowledge acquired in this lesson tie into the current projects within the class?

Unlocking Mysteries of the Past with Archaeology!

This unit of study includes 5 sections; each section is composed of 1 to 4 lessons.

- A- Setting our sites upon David MacCaulay
- B- Digging in to selecting a culture
- C - "Fieldtrips" (Monte Alban and local sites)
- D - Artifact Construction and Site Preparation
- E- Evaluation of THE DIG

INSTRUCTIONAL COMPONENT

<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
*Impact of civilization systems upon the archaeological record	*Appreciation * Cooperation	* Information Gathering *Communicating *Hypothesizing/Inferring *Synthesizing
*Evolution of civilization systems		
*Precursors of <u>and</u> Elements of civilization		

RELATED CURRICULUM AREAS

Art (If at all possible, plan the unit with the Art Specialist. The specialist is vital to all aspects of the unit, and will be an invaluable resource for the students as they focus their research and artifact construction.)

Language Arts

Social Studies

Science

Math

OBJECTIVES/CRITICAL ATTRIBUTES

- A •Students will conduct an author study of David MacCaulay through his books, tapes, and biographical information .
- B, C •Within small research groups, students will gather information about the religion, government, technology, arts, and writing of a selected ancient civilization.
- A, B, C, D, E •Students will communicate information gathered through oral, visual and written presentations to the entire class.

D •Students will determine appropriate materials to use for construction of artifacts through experimentation with materials under "decomposition" situations.

D, E •Students will construct an archaeological dig, and compare their research and artifact intentions to the archaeological report completed by the excavators.

D •Students will design, produce, and evaluate artifacts to represent a selected civilization.

GRADE LEVEL 6

TIME ALLOTTED - Unit extended study over three-
four weeks

MATERIALS

A MAUCAULAY, David. Motel of Mysteries.

A Collection of books, videos and articles by David MacCaulay (Pyramid, Castle, Cathedral, Black and White, and many others)

A, B Social Studies Text - A Message of Ancient Days. Boston, Houghton Mifflin Company, 1994.

B Collection of non-fiction resources (books, magazines, encyclopedias, videos, laser disks) on selected ancient culture

C Let's Learn about Oaxaca. Merida, Mexico, Produccion Editorial Dante, S. A. de C.V.

A, C Collection of slides from archaeological work in Oaxaca, Mexico from 7/94

C Taped and transcribed interview with Dr. Marcus Winter, archaeologist at Monte Alban site, 7/94.

B, C, D FORD-MORRISON, Velma. Going on a Dig. New York, Dodd, Mead & Company, 1981.

B, C, D PICKERING, Robert. Archaeologist. Chicago, Children's Press, 1987.

C Collection of locally gathered fossils, artifacts, and minerals

C Newspaper articles and photographs of local archaeological sites. (A local university or library can provide references)

D Variety of materials for constructing artifacts and pit location

D Videotape and videotape recorder

D, E Another class of students to unearth and evaluate the site

D, E Location or child's wading pool to hold site

PROCEDURES

Section A - Setting our sites with David MacCaulay!!

Session #1

a) Read aloud Motel of Mysteries

b) Discuss the elements of the collapsed civilization and elements of Howard Carter's civilization.

c) List Howard and Harriet's goals and reasons for excavating "The Motel of Mysteries".

Session#2

a) Use Social Studies text to relay Howard Carter's experiences in Egypt.

b) Compare Carter's goals with goals of the fictitious Carter in Motel of Mysteries.

Why is Motel of Mysteries such a clever book? What makes other MacCaulay books enjoyable and educational ? Are they traditional "children's picture books"?

c) As a class research a current archaeological excavation site and its goals. View slides of Marcus Winter working at Monte Alban in Oaxaca, Mexico. Contrast these to the goals of Carter in Egypt.

d) Provide class with a variety of project options to complete as a culminating event for the study of archaeology. They could complete a research paper on archaeology, write a play about a real archaeological experience, or create an archaeological site for other students to excavate and compare their findings with the ancient civilization represented. Hint! - Guide class toward dig; it is a simulation they will remember for years and will actually help them experience archaeology!!

Assessment -

- 1 Were the students able to spot the philosophical differences between Howard Carter's work and a "modern day" archaeologist's work?
- 2 Can the students identify the elements of a civilization? What makes one civilization unique from another?

Section B - Digging in: Selecting a Culture

Session #1

- a) List a number of ancient civilizations, there locations, and timeperiods, which could be studied by the class.
- b) Share and discuss unit objectives with class.
- c) Allow class to vote on the civilization they would like to research in detail.
- d) Present class with list of terms to define prior to beginning research. These terms will be encountered through their study. Define these terms as class through reading Chapter 3 in A Message of Ancient Days or another resource on archaeology.

artifact
cultural dating
fossil

archaeological record
scientific dating
fossilize

kitchen midden
primary source
prehistory

excavation
secondary source
pyramid

Usage and spelling of these words can be assessed throughout student writing.

Session #2 - #3

- a) Allow students to list questions they would like to answer within small groups focusing upon a civilization element (Religion, Government, Technology, Arts, Writing).
- b) Introduce format for oral, visual, and written research presentation. Assist students to define the presentation's purpose, audience, tone, elements, and steps for completion.
- c) Allow plenty of research and writing time. Assist research groups.

Session #4

- a) Student groups present research.
- b) Other groups ask clarification questions and summarize what the group has presented.
- c) Post summaries, visual and written work within a display space devoted to The Dig within the classroom for future reference.
- d) Students write an invitation to another class in the school to excavate the site, including information on when the site will be ready, and what will be provided in addition to the site.

Assessment -

- 1 The presentations could be assessed for effectiveness of delivery and content based upon the summaries from the audience.
- 2 The invitation can be a writing mechanics and content assessment tool.
- 3 Use of key terms can be assessed through presentations.

Section C - "Field Trips"

Session #1

- a) Invite class along to discover two archaeological sites. Perhaps the school can provide for visitations, if so, GO to a local site. If, as many districts cut back, teaching is limited to the confines of the classroom - turn the class into a site! Present slides, tapes, books, artifact reproductions, interviews with archaeologists, tools used on a dig, and other HANDS-ON materials for the class.
- b) As slides are presented on Monte Alban, interview taped at the site with Marcus Winter is played and discussed with class. Locate Oaxaca and other archaeological sites on world map. **Any other archaeologist could be substituted here.**

Contact a local university or library for ideas.

- c) Outline steps archaeologist complete as they excavate a site.
- d) Utilize unit terms and review meanings.

Assessment-

- 1 Students could illustrate and explain the steps an archaeologist employs at a site.

Section D - Artifact Construction and Site Preparation

Session #1

a) Students refer to civilization research and create an artifact to place in the dig. (The construction will require many class sessions and Art class sessions.)

b) Discuss criteria for artifacts. **These questions could be used as an assessment tool for artifact construction.**

What role did this artifact play in the civilization?

Do all details of artifact relate directly to research presented?

What materials are necessary to complete artifact?

Would this artifact really be found at a site?

What clues will the "archaeologists infer from this artifact?

Session#2

Write or videotape a de-ciphering log for all of the artifacts to be viewed by the excavating class after their work.

Session #3

a) Locate where site will be stored. Perhaps a portion of the schoolyard or surrounding area could work? If not, children's wading pools can be used or wooden pits can be constructed to contain artifacts.

Be sure pits are light enough to move from the creating class to the excavating class.

b) What will cover artifacts? Again, consider weight. Show students photographs of un-excavated sites. How will the site look for the excavators?

c) Place completed artifacts into the site and prepare it for delivery. Include de-ciphering video and excavation record forms.

Excavation Record Forms

Artifact Location -



Artifact description or drawing -

Deduction -

What is the artifact's role within the civilization?

Record form #1

Deductions about the civilization represented
in the site.

Civilization Name -

Location in the World-

What artifacts were helpful to you in your
work?

What artifacts were not helpful?

What was the most challenging aspect of this
project for your class?

Record Form #2

Section E - Evaluation of THE DIG

Session #1

- a) After the site is delivered to the excavating class, ask students to reflect upon their work. Do they feel that they have met the unit objectives?
- b) Ask the students to use the artifact criteria questions as an assessment tool of that portion of their work.
- c) Discuss responses as a class and reflect upon areas of possible pride and improvement.

Session #2

- a) After the site has been excavated, meet with other class for a review of project and a change to see how everyone did.
- b) Reflect upon the Archaeological Record Forms completed by the excavating class and any questions the site creators might have for them.

Summary

Results of this project could be displayed for the school and community in a "museum exhibit". Students, community members, and local media could be invited to attend an "Archaeological Open House" to view elements from the entire process. It is an exciting way to generate school support from the community. This will also encourage the students to put forth their greatest effort, they'll enjoy the challenge of an expanded audience.

This unit does require a great deal of planning and resource gathering time. The teacher must be prepared for any choices the students could make. Flexibility is essential, and a hearty sense of humor will not hurt!